



EDWARDS ELEMENTARY

2411 West Boulevard
Chesterfield, SC 29709

Grades	PK-5 Elementary School	
Enrollment	547 Students	
Principal	Vickie D. Buckner	843-623-2351
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

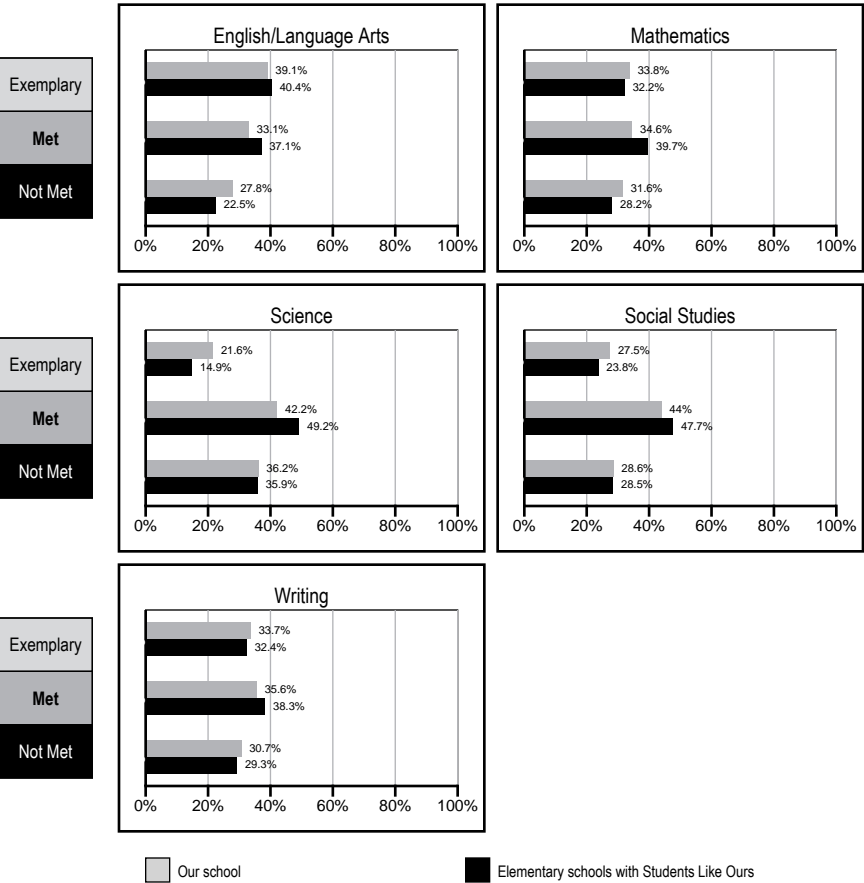
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	88	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=547)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.2%	1.2%	1.2%
Attendance rate	95.5%	Down from 95.7%	95.9%	96.1%
Eligible for gifted and talented	16.2%	Up from 13.4%	11.8%	11.7%
With disabilities other than speech	4.4%	Up from 3.4%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	84.4%	Up from 82.9%	59.3%	60.5%
Continuing contract teachers	93.8%	Up from 88.6%	86.7%	84.6%
Teachers with emergency or provisional certificates	3.2%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 90.9%	88.8%	87.0%
Teacher attendance rate	95.3%	Up from 94.1%	95.4%	95.4%
Average teacher salary*	\$47,611	Down 1.3%	\$47,128	\$47,288
Professional development days/teacher	9.9 days	Down from 17.9 days	10.2 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.5 to 1	19.3 to 1	19.2 to 1
Prime instructional time	89.2%	Up from 88.1%	90.5%	90.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,052	Up 2.0%	\$7,450	\$7,548
Percent of expenditures for instruction**	70.3%	Down from 71.4%	67.4%	68.7%
Percent of expenditures for teacher salaries**	67.4%	Down from 68.3%	64.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The mission of Edwards Elementary School is to prepare students to become responsible individuals by creating a positive environment, where dedicated staff, parents, and community members work together to provide opportunities for success and creativity through academics and the arts.

Our staff continued to grow professionally throughout the school year with the help of literacy, reading, and math workshops. With the addition of RTI teachers, we have seen tremendous growth in the Dominic Reading levels of the primary students.

Our school continues to be one of the most technologically advanced elementary schools in the district. All classrooms are equipped with computer, printer, Promethean board, LCD projector, ACTIV votes, and wands. With the use of our V-brick, we can telecast our news show into each classroom throughout the school.

There was an increase in the percentage of students scoring proficient and above on ELA and Math PASS. We also saw an improvement on the Absolute Rating, Growth Rating, and AYP on the Annual School Report Card.

Edwards continues to stress the importance of community services by holding fundraisers for Pennies for Patients, Relay for Life, Paws & Claws, Connie Maxwell Home, and St. Jude Hospital.

We thank every parent and community member for your continued support to our school.

Vickie D. Buckner, Principal
Beth Hough, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	71	54
Percent satisfied with learning environment	100.0%	84.3%	90.6%
Percent satisfied with social and physical environment	100.0%	79.7%	94.4%
Percent satisfied with school-home relations	100.0%	85.7%	88.9%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	278	100	27.8	33.1	39.1	82.7	79.7	83.5	Yes	Yes
Gender										
Male	136	100	30.2	33.3	36.4	80.6	76.1	80.1	N/A	N/A
Female	142	100	25.5	32.8	41.6	84.7	83.2	87	N/A	N/A
Racial/Ethnic Group										
White	154	100	17.3	33.3	49.3	89.3	86.8	89.6	Yes	Yes
African American	121	100	41.6	32.7	25.7	74.3	69.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.5	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	85.1	I/S	I/S
Disability Status										
Disabled	25	100	66.7	25	8.3	45.8	48.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	198	100	34.2	32.6	33.2	79.1	75	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	278	100	31.6	34.6	33.8	77.4	77.4	80.4	Yes	Yes
Gender										
Male	136	100	34.1	31.8	34.1	75.2	73.6	78.4	N/A	N/A
Female	142	100	29.2	37.2	33.6	79.6	81.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	154	100	21.3	35.3	43.3	85.3	86	87.8	Yes	Yes
African American	121	100	45.1	34.5	20.4	67.3	65.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.4	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	83.2	I/S	I/S
Disability Status										
Disabled	25	100	70.8	16.7	12.5	33.3	42	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	198	100	36.9	36.4	26.7	73.8	72.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	193	100	36.2	42.2	21.6	63.8	59.1	67.3
Gender								
Male	95	100	33.3	44.4	22.2	66.7	58.2	66.9
Female	98	100	38.9	40	21.1	61.1	59.9	67.7
Racial/Ethnic Group								
White	101	100	23.5	44.9	31.6	76.5	72.1	79.6
African American	90	100	50.6	38.8	10.6	49.4	41.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	51.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	17	100	56.3	37.5	6.3	43.8	33.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	53.6	58.6
Socio-Economic Status								
Subsidized meals	137	100	44.6	39.2	16.2	55.4	51.4	55.4

Social Studies

All Students	190	100	28.6	44	27.5	71.4	62.2	70.9
Gender								
Male	89	100	33.3	40.5	26.2	66.7	61.8	70.1
Female	101	100	24.5	46.9	28.6	75.5	62.5	71.7
Racial/Ethnic Group								
White	106	100	20.2	45.2	34.6	79.8	72.5	79.2
African American	81	100	40	41.3	18.7	60	47.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	20	100	N/A	N/A	N/A	36.8	33.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.3	68
Socio-Economic Status								
Subsidized meals	139	100	36.6	43.5	19.8	63.4	54.9	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	277	99.6	30.5	35.7	33.8	69.5	69.1	72.1	95.5	95.7
Gender										
Male	135	99.3	36.7	33.6	29.7	63.3	60.8	65.2	95.5	95.7
Female	142	100	24.6	37.7	37.7	75.4	77.3	79.2	95.5	95.8
Racial/Ethnic Group										
White	154	100	20.7	36	43.3	79.3	78.2	80.8	94.9	95.4
African American	120	99.2	43.4	35.4	21.2	56.6	56.3	59.7	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	97.5	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.7	64.6	98.3	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	73.4	96.8	95.8
Disability Status										
Disabled	25	96	73.9	17.4	8.7	26.1	20	27.7	95.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.4	63.7	97.8	96.6
Socio-Economic Status										
Subsidized meals	196	99.5	38.5	36.9	24.6	61.5	62.4	61.9	95.2	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	109	100	25.7	23.8	50.5	74.3
	4	78	100	19.2	42.3	38.5	80.8
	5	84	100	22	39	39	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	36.4	27.3	36.4	63.6
	4	105	100	27.7	34.7	37.6	72.3
	5	80	100	18.2	37.7	44.2	81.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	109	100	30.7	35.6	33.7	69.3
	4	78	100	12.8	47.4	39.7	87.2
	5	84	100	22	51.2	26.8	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	43.2	29.5	27.3	56.8
	4	105	100	31.7	32.7	35.6	68.3
	5	80	100	18.2	42.9	39	81.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	30.8	51.9	17.3	69.2
	4	78	100	28.2	46.2	25.6	71.8
	5	42	100	34.1	53.7	12.2	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	100	60	22.2	17.8	40
	4	105	100	30.7	49.5	19.8	69.3
	5	41	100	23.1	46.2	30.8	76.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	53	100	26.5	49	24.5	73.5
	4	78	100	15.4	46.2	38.5	84.6
	5	42	100	31.7	31.7	36.6	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	46	100	41.9	23.3	34.9	58.1
	4	105	100	23.8	50.5	25.7	76.2
	5	39	100	26.3	50	23.7	73.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	110	100	36.3	19.6	44.1	63.7
	4	79	100	25.3	40.5	34.2	74.7
	5	85	100	26.8	35.4	37.8	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	92	98.9	36.8	32.2	31	63.2
	4	106	100	29.4	36.3	34.3	70.6
	5	79	100	24.7	39	36.4	75.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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